



Ranvilles Junior School – our Physical Education Pathway

Be you
Explore
Excel

	Unit Title	Dance	Fundamental Movement Skills (Fitness / Athletics)	Net and Wall Games	Striking and Fielding Games	Sending, Receiving & Invasion Games	Body Management (Yoga / Gym)	Outdoor Adventurous Activity	Swimming
Year 3	Aut 1	Ball Skills ★				✓			
		Fundamentals		✓					
	Aut 2	Dodgeball					✓		
		Gym						✓	
	Spr 1	Netball					✓		
		Dance	✓						
	Spr 2	Tag Rugby					✓		
		Fitness ★		✓					
	Sum 1	Athletics ★		✓					
		Tennis			✓		✓		
Sum 2	Cricket				✓				
	Handball					✓			
Year 4	Aut 1	Basketball				✓			
		Fundamentals		✓					
	Aut 2	Football ★					✓		
		Gymnastics ★						✓	
	Spr 1	Yoga						✓	
		Hockey ★				✓	✓		
	Spr 2	Dance	✓					✓	
		Golf				✓			
	Sum 1	Athletics ★		✓					
		Tennis ★			✓		✓		
Sum 2	Rounders				✓				
	OAA							✓	
Year 5	Aut 1	Netball				✓			
		Fitness		✓					
	Aut 2	Dodgeball					✓		
		Gymnastics						✓	
	Spr 1	Dance	✓						
		Football					✓		
	Spr 2	Badminton			✓		✓		
		Tag Rugby					✓		
	Sum 1	Athletics		✓					
		Tennis			✓		✓		
Sum 2	Cricket ★				✓				
	OAA ★							✓	
Year 6	Aut 1	Basketball				✓			The statutory swimming curriculum is taught throughout the year for Year 6 pupils. Pupils are grouped according to ability, informed by their parents, and their curriculum is adapted to ensure success in achieving end of Key Stage 2 outcomes.
		OAA						✓	
	Aut 2	Volleyball			✓		✓		
		Gymnastics						✓	
	Spr 1	Dance	✓						
		Hockey				✓	✓		
	Spr 2	Yoga						✓	
		Handball					✓		
	Sum 1	Athletics		✓					
		Tennis			✓		✓		
Sum 2	Rounders				✓				
	Golf				✓				

★ **Ambitious Learners**


Every half term, the children participate in the Ranvilles SMSC 'Big Debate', which brings together threads from different curriculum subjects to create a line of enquiry, which, when evaluated by the children, strengthens and connects the children's knowledge and understanding. This star represents topics that would make a significant contribution to the 'Big Debate'.



Focus The contextual focus for the pupils' learning.	Purpose The importance of the topic in our curriculum.		Our SMSC 'Big Debate' Links <i>The purple 'Ambitious Learners' star illustrates where there are planned focus links to support the children's knowledge and understanding in exploring 'The Big Debate'.</i> 		
<u>Autumn 1</u> Context: Fundamentals	<i>In order to develop basic skills in PE that are required for the children to be successful in all sport taught throughout Key Stage 2. These skills include balancing, running, jumping, hopping and skipping as well as changing direction with balance and control.</i>		Making a difference as an individual is more important than as a team.		
Step 1 To demonstrate good balance and control when performing other fundamental skills.	Step 2 To demonstrate how and when to speed up and slow down when running.	Step 3 To develop agility using a change of speed and direction quickly under pressure.	Step 4 To link hopping and jumping actions with other fundamental skills.	Step 5 To work collaboratively to complete skipping challenges.	Step 6 To evaluate my performance and explain the effect of exercise on the body.
<u>Autumn 2</u> Context: Gymnastics	<i>In order to develop gross motor skills of completing rolls successfully and maintaining controlled balances and jumps accurately.</i>		Making a positive contribution in the world is your responsibility, not mine.		
Step 1 To be able to create interesting point and patch balances.	Step 2 To develop point and patch balances on apparatus.	Step 3 To develop stepping into shape jumps with control.	Step 4 To develop stepping into shape jumps using apparatus.	Step 5 To develop the accuracy and control of rolls.	Step 6 To include rolls in sequence work using apparatus.
<u>Spring 1</u> Context: Dance	<i>In order to express themselves creatively as Talented Contributors through dance. Children use counting and rhythm, along with skills taught during the unit, to choreograph and perform their own dances.</i>		What we have achieved in this century is more significant than the past.		
Step 1 To use straight pathways and clear changes in direction in a line dance.	Step 2 To use canon and unison to make our line dance look interesting.	Step 3 To use formations, canon and unison to make our line dance look interesting.	Step 4 To remember, repeat and create actions around a theme.	Step 5 To understand and use formations.	Step 6 To structure a dance to represent a theme.
<u>Spring 2</u> Context: Fitness Note: where possible, this will be completed outside. 	<i>In order to develop basic skills in PE that are required for the children to be successful in all sport taught throughout Key Stage 2.</i>		What is more important, physical, social, emotional or mental well-being?		
Step 1 To recognise different areas of fitness and explore what your body can do.	Step 2 To develop speed and strength.	Step 3 To develop co-ordination.	Step 4 To develop agility.	Step 5 To develop balance.	Step 6 To develop stamina.
<u>Summer 1</u> Context: Athletics Note: where possible, this will be completed outside.	<i>In order to introduce the children to athletics and develop their skills of running / sprinting, jumps and throwing.</i>		Embracing diversity enhances understanding and appreciation of the world.		
Step 1 To develop the sprinting technique and improve on your personal best.	Step 2 To develop changeover technique in relay events.	Step 3 To develop jumping technique in a range of approaches and take off positions.	Step 4 To develop throwing for distance and accuracy.	Step 5 To develop throwing for distance in a pull throw.	Step 6 To develop officiating and performing skills.
<u>Summer 2</u> Context: Handball Note: where possible, this will be completed outside.	<i>In order to develop their skills as a Responsible Teammate through this invasion game, where children focus on maintaining possession and moving the ball towards the goal. Children also develop their understanding of honesty and fair play.</i>		I'm Ok – You're OK! Differences are good.		
Step 1 To begin to throw and catch while on the move.	Step 2 To move towards goal or away from a defender.	Step 3 To move towards goal to create shooting opportunities.	Step 4 To use defending skills to delay an opponent and gain possession.	Step 5 To use a change of direction and speed to lose a defender and move into space.	Step 6 To apply skills and knowledge to compete in game situations.




Year 3



Focus		Purpose	Our SMSC 'Big Debate' Links			
The contextual focus for the pupils' learning.		The importance of the topic in our curriculum.	The purple ' Ambitious Learners ' star illustrates where there are planned focus links to support the children's knowledge and understanding in exploring 'The Big Debate'. 			
Autumn 1 Context: Ball Skills		 In order to develop basic skills in PE that are required for the children to be successful in all sport taught throughout Key Stage 2.	Making a difference as an individual is more important than as a team.			
Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	
To develop dribbling skills with hands and feet.	To develop tracking and catching skills.	To develop tracking and throwing skills.	To develop tracking and kicking skills.	To track a ball that is not sent directly to me.	To apply sending and receiving skills in games.	
Autumn 2 Context: Dodgeball		In order to develop invasion game skills, where children focus on developing throwing, dodging and catching learning tactics how to outwit their opponents.	Making a positive contribution in the world is your responsibility, not mine.			
Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	
To develop throwing towards a moving target.	To develop throwing to get players out.	To identify and develop the skills needed to avoid being hit.	To develop and apply dodging skills within a game.	To develop catching skills.	To develop catching skills and be confident to attempt this within a game.	
Spring 1 Context: Netball		In order to develop invasion game skills, where children focus on the skills, tactics and strategies required to outwit the opposition. Children also develop their understanding of honesty and fair play.	What we have achieved in this century is more significant than the past.			
Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	
To develop passing and moving and play within the footwork rule.	To use a variety of passes to move towards a goal.	To develop movement skills to lose a defender.	To defend an opponent and try to win the ball.	To develop the shooting action.	To apply skills and knowledge to play games using netball rules.	
Spring 2 Context: Tag Rugby		 In order to develop invasion game skills, where children focus on the skills, tactics and strategies required to outwit the opposition. Children maintain possession and move the ball towards the try-line in order to score.	What is more important, physical, social, emotional or mental well-being?			
Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	
To develop throwing, catching and running with the ball.	To develop an understanding of how to defend using tagging rules.	To begin to use the 'forward pass' and 'offside' rule.	To develop movement skills to dodge a defender.	To track an opponent and begin to defend as a team.	To apply the rules and skills you have learnt and play in a tag rugby tournament.	
Summer 1 Context: Tennis		In order to develop net and wall game skills, where children focus on the skills, tactics and strategies required to outwit the opposition. Children develop their skills of racket control, hitting a ball and trying to score points.	Embracing diversity enhances understanding and appreciation of the world.			
Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	
To develop racket and ball control.	To explore rallying using a forehand.	To explore returning the ball using a forehand.	To explore returning the ball using a backhand.	To learn how to score and use simple rules.	To work co-operatively with others to begin to manage a game.	
Summer 2 Context: Cricket		In order to develop striking and fielding game skills, where children expand on their knowledge of the different roles in cricket and use strategies required to outwit the opposition. Children develop as Talented Contributors by working collaboratively to try to win games of cricket.	I'm Ok – You're OK! Differences are good.			
Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	
To develop overarm and underarm throwing and apply these to a striking and fielding game.	To develop bowling technique and learn the rules of the skill within this game.	To develop batting technique and understand where to hit the ball.	To develop fielding techniques and apply them to game situations.	To play different roles in a game and begin to think tactically about each role.	To apply skills and knowledge to compete in a tournament.	





Year 3



Focus	Purpose	Our SMSC 'Big Debate' Links			
<p>The contextual focus for the pupils' learning.</p>	<p>The importance of the topic in our curriculum.</p>	<p>The purple 'Ambitious Learners' star illustrates where there are planned focus links to support the children's knowledge and understanding in exploring 'The Big Debate'.</p>			
<p><u>Autumn 1</u> Context: Fundamentals</p>	<p>In order to develop basic skills in PE that are required for the children to be successful in all sport taught throughout Key Stage 2. These skills include balancing, running, jumping, hopping and skipping as well as changing direction with balance and control.</p>	<p>Identity and self-worth are influenced more by change than by context and culture.</p>			
<p>Step 1</p>	<p>Step 2</p>	<p>Step 3</p>	<p>Step 4</p>	<p>Step 5</p>	<p>Step 6</p>
<p>To develop balancing and understand the importance of this skill.</p>	<p>To develop technique when running at different speeds.</p>	<p>To develop agility using a change of speed and direction.</p>	<p>To develop technique and control when jumping, hopping and landing.</p>	<p>To develop skipping with a rope.</p>	<p>To apply fundamental skills to a variety of challenges.</p>
<p><u>Autumn 2</u> Context: Gymnastics</p>	<p> In order to express themselves as Talented Contributors through developing and performing gymnastic sequences involving balances, rolls, jumps and inverted movements, sometimes using equipment and apparatus.</p>	<p>Being powerful is more important than being different.</p>			
<p>Step 1</p>	<p>Step 2</p>	<p>Step 3</p>	<p>Step 4</p>	<p>Step 5</p>	<p>Step 6</p>
<p>To develop individual and partner balances.</p>	<p>To develop control in performing and landing rotation jumps.</p>	<p>To develop and assess a range of gymnastic rolls.</p>	<p>To link actions that flow using the rolls I have learnt.</p>	<p>To develop strength in inverted movements.</p>	<p>To create a great partner sequence to include the skills I have learnt and apparatus.</p>
<p><u>Spring 1</u> Context: Dance</p>	<p>In order to develop their skills as Secure and Happy Individuals through learning about mindfulness and body awareness. The unit develops children's strength, flexibility and balance.</p>	<p>Keeping safe spiritually, mentally and emotionally is all our responsibility physically and online.</p>			
<p>Step 1</p>	<p>Step 2</p>	<p>Step 3</p>	<p>Step 4</p>	<p>Step 5</p>	<p>Step 6</p>
<p>To learn and create dance moves in the theme of carnival.</p>	<p>To develop a carnival dance using formations, canon and unison.</p>	<p>To develop a dance phrase and perform as part of a class performance.</p>	<p>To understand how dynamics, space and relationships can be used to represent a state of matter.</p>	<p>To use actions, dynamics, space and relationships to represent a state of matter.</p>	<p>To order and structure phrases to create a dance performance.</p>
<p><u>Spring 2</u> Context: Yoga</p>	<p> In order to express themselves creatively as Talented Contributors through dance. Children use counting and rhythm, along with skills taught during the unit, to choreograph and perform their own dances.</p>	<p>We have the right to learn from our mistakes without being judged.</p>			
<p>Step 1</p>	<p>Step 2</p>	<p>Step 3</p>	<p>Step 4</p>	<p>Step 5</p>	<p>Step 6</p>
<p>To explore connecting breath and movement.</p>	<p>To explore new yoga poses and begin to connect them.</p>	<p>To explore gratitude when remembering and repeating a yoga flow.</p>	<p>To develop flexibility and strength in a positive summer flow.</p>	<p>To develop flexibility and wellbeing in an individual yoga flow.</p>	<p>To develop confidence and strength through arm balances.</p>
<p><u>Summer 1</u> Context: Athletics Note: where possible, this will be completed outside.</p>	<p> In order to develop their skills as Ambitious Learners through learning about running, jumping and throwing techniques. Children are challenged to be the best they can be, through persevering to achieve their Personal Bests.</p>	<p>Our behaviour should always positively reflect how we value others.</p>			
<p>Step 1</p>	<p>Step 2</p>	<p>Step 3</p>	<p>Step 4</p>	<p>Step 5</p>	<p>Step 6</p>
<p>To develop stamina and an understanding of speed and pace in relation to distance.</p>	<p>To develop power and speed in the sprinting technique.</p>	<p>To develop technique when jumping for distance.</p>	<p>To develop power and technique when throwing for distance.</p>	<p>To develop a pull throw for distance and accuracy.</p>	<p>To develop officiating and performing skills.</p>
<p><u>Summer 2</u> Context: Outdoor Adventurous Activity (OAA) Note: This will be completed outside.</p>	<p>In order to develop their skills as Successful Communicators through working individually and collaboratively to solve problems, develop leadership and utilise negotiation skills.</p>	<p>We are all responsible for our environment and natural world to ensure lives are impacted positively.</p>			
<p>Step 1</p>	<p>Step 2</p>	<p>Step 3</p>	<p>Step 4</p>	<p>Step 5</p>	<p>Step 6</p>
<p>To develop co-operation and teamwork skills.</p>	<p>To orientate a map and navigate around a grid.</p>	<p>To develop observational skills, listening to others and following instructions.</p>	<p>To develop trust whilst listening to others and following instructions.</p>	<p>To be able to identify, draw and follow a simple map.</p>	<p>To be able to orientate and navigate around a map and draw a route using directions.</p>

Year 4



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<u>Autumn 1</u> Context: Basketball		<i>In order to develop their qualities as a Responsible Teammate through this invasion game, where children focus on maintaining possession and moving the ball towards the goal. Children also develop their understanding of honesty and fair play.</i>			
Step 1 To develop the attacking skill of dribbling.	Step 2 To protect the ball when dribbling against an opponent.	Step 3 To develop passing and begin to recognise when to use different skills.	Step 4 To use defending skills to delay an opponent and gain possession.	Step 5 To develop technique in the attacking skill of shooting.	Step 6 To apply skills and knowledge to compete in a tournament.
<u>Autumn 2</u> Context: Football		<i>In order to develop invasion game skills, where children focus on the skills, tactics and strategies required to outwit the opposition. Children develop their skills of sending and receiving passes whilst trying to create scoring opportunities in this team game.</i> 			
Step 1 To develop the attacking skill of dribbling.	Step 2 To develop changing direction and speed when dribbling.	Step 3 To develop passing and begin to recognise when to use different skills.	Step 4 To apply attacking skills to move towards a goal.	Step 5 To use defending skills to delay an opponent and gain possession.	Step 6 To apply skills and knowledge to compete in a tournament.
<u>Spring 1</u> Context: Hockey		<i>In order to develop invasion game skills, where children focus on the skills, tactics and strategies required to outwit the opposition. Children develop their skills of sending and receiving passes whilst trying to create scoring opportunities in this team game.</i> 			
Step 1 To develop sending and receiving the ball with accuracy and control.	Step 2 To develop the attacking skill of dribbling.	Step 3 To develop dribbling to beat a defender.	Step 4 To use defending skills to delay an opponent and gain possession.	Step 5 To apply attacking skills to move towards goal and find space.	Step 6 To apply skills and knowledge to compete in a tournament.
<u>Spring 2</u> Context: Golf		<i>In order to develop their own skills as an Ambitious Learner through this target game, where children focus on the skills, tactics and strategies required to hit the ball towards a target over short and long distances.</i>			
Step 1 To explore hitting technique and aiming towards a target.	Step 2 To develop hitting accuracy.	Step 3 To explore technique for hitting over a short distance.	Step 4 To explore technique for hitting over a short distance.	Step 5 To explore a technique for hitting over a long distance.	Step 6 To apply skills and knowledge to compete in a tournament.
<u>Summer 1</u> Context: Tennis		<i>In order to develop net and wall game skills, where children focus on the skills, tactics and strategies required to outwit the opposition. Children develop their skills of racket control, hitting a ball and trying to score points.</i> 			
Step 1 To develop racket and ball control.	Step 2 To develop returning the ball using a forehand and understand when to use it.	Step 3 To develop the backhand and understand when to use it.	Step 4 To keep a continuous rally going showing increased technique.	Step 5 To use and apply rules and simple tactics.	Step 6 To understand and use rules to manage a game.
<u>Summer 2</u> Context: Rounders		<i>In order to develop striking and fielding game skills, where children expand on their knowledge of the different roles in rounders and use strategies required to outwit the opposition. Children develop as Responsible Teammates by working collaboratively to try develop fair play and honesty.</i>			
Step 1 To develop throwing and catching with accuracy and apply these to a striking and fielding game.	Step 2 To develop bowling and learn the rules of the skill within this game.	Step 3 To develop batting technique and understand where to hit the ball.	Step 4 To develop fielding techniques and apply them to game situations.	Step 5 To play different roles in a game and begin to think tactically about each role.	Step 6 To apply skills and knowledge to compete in a tournament.



Year 4



Focus	Purpose	Our SMSC 'Big Debate' Links
The contextual focus for the pupils' learning.	The importance of the topic in our curriculum.	The purple ' Ambitious Learners ' star illustrates where there are planned focus links to support the children's knowledge and understanding in exploring 'The Big Debate'. 
Autumn 1 Context: Fitness	In order to develop themselves as Secure and Happy Individuals through exploring and developing different areas of their health and fitness. Children will learn the different parts of fitness, including speed, stamina, strength, co-ordination, balance and agility.	Belonging – we should all be free to move between countries.
Step 1	Step 2	Step 3
To develop an awareness of what your body is able to do.	To develop speed and stamina.	To develop strength using my own body weight.
Step 4	Step 5	Step 6
To develop co-ordination.	To develop agility.	To develop balancing with control.
Autumn 2 Context: Gymnastics	In order to express themselves as Talented Contributors through developing and performing gymnastic sequences involving balances, rolls, jumps and inverted movements. This unit builds on the children's prior learning by introducing canon, synchronisation, matching and mirroring.	Being remembered for making a difference is more important than making a difference.
Step 1	Step 2	Step 3
To perform symmetrical and asymmetrical balances.	To develop a range of gymnastic rolls in a sequence.	To explore different travelling actions using both canon and synchronisation.
Step 4	Step 5	Step 6
To perform progressions of inverted movements.	To explore matching and mirroring in sequence work.	To create a partner / group sequence using apparatus.
Spring 1 Context: Dance	In order to express themselves creatively as Talented Contributors through dance. Children reflect on the appearance of their dance to adapt how performances look and choreograph and perform their own dances.	Making a difference to the world is critical for the future.
Step 1	Step 2	Step 3
To create a dance using a random structure and perform the actions showing quality and control.	To understand how changing dynamics changes the appearance of the performance.	To understand and use relationships and space to change how a performance looks.
Step 4	Step 5	Step 6
To copy and repeat movements in the style of rock 'n' roll.	To work with a partner to copy and repeat actions in time with the music.	To work collaboratively with a group to choreograph a dance in the style of Rock 'n' Roll.
Spring 2 Context: Badminton	In order to develop net and wall game skills, where children focus on the skills, tactics and strategies required to outwit the opposition. Children develop their skills of racket control, hitting a shuttlecock away from a partner in order to score points.	The voice of a child is as important and valuable as that of an adult.
Step 1	Step 2	Step 3
To use the serve with consideration of attacking principles.	To explore an underarm return with consideration of attacking principles.	To explore an underarm return with consideration of attacking principles.
Step 4	Step 5	Step 6
To explore the overhead forehand with consideration of attacking principles.	To select and apply skills and tactics to play competitively.	To apply rules, skills and tactics to play in a tournament.
Summer 1 Context: Athletics Note: where possible, this will be completed outside.	In order to develop their skills as Ambitious Learners through learning about running, jumping and throwing techniques. Children are challenged to be the best they can be, through persevering to achieve their Personal Bests.	Being financially safe is just as important as being emotionally safe.
Step 1	Step 2	Step 3
To understand pace and apply different speeds over varying distances.	To develop fluency and co-ordination when running for speed.	To develop technique in relay changeovers.
Step 4	Step 5	Step 6
To build momentum and power in the triple jump.	To develop throwing with force for longer distances.	To develop throwing with greater control and technique.
Summer 2 Context: Outdoor Adventurous Activity (OAA) Note: This will be completed outside. 	In order to develop their skills as Successful Communicators through working individually and collaboratively to solve problems, develop leadership and utilise negotiation skills.	Learning together and from our mistakes leads to significant personal growth.
Step 1	Step 2	Step 3
To develop communication and negotiation skills.	To develop strong communication and negotiation skills to solve challenges.	To develop planning and problem solving skills.
Step 4	Step 5	Step 6
To share ideas and work as a team to solve problems.	To develop navigation skills and map reading.	To create and follow a key and route on a map.

Year 5



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<u>Autumn 1</u> Context: Netball		<i>In order to develop invasion game skills, where children focus on the skills, tactics and strategies required to outwit the opposition. Children also develop their understanding of honesty and fair play.</i>		Belonging - we should all be free to move between countries.	
Step 1 To develop passing and moving to maintain possession.	Step 2 To use a variety of attacking skills to lose a defender.	Step 3 To move into and create space to support a teammate.	Step 4 To use defending skills to gain possession.	Step 5 To develop accuracy in the shooting action under pressure.	Step 6 To use and apply skills, principles and tactics to a game situation.
<u>Autumn 2</u> Context: Dodgeball		<i>In order to develop invasion game skills, where children focus on developing throwing, dodging and catching learning tactics how to outwit their opponents.</i>		Being remembered for making a difference is more important than making a difference.	
Step 1 To develop throwing skills and apply them appropriately to the situation.	Step 2 To develop dodging skills and apply them appropriately to the situation.	Step 3 To develop catching skills and apply them appropriately to the situation.	Step 4 To develop blocking skills and apply them appropriately to the situation.	Step 5 To understand the need for tactics and identify how to create and use them.	Step 6 To apply rules, skills and tactics when playing in a tournament.
<u>Spring 1</u> Context: Football		<i>In order to develop invasion game skills, where children focus on the skills, tactics and strategies required to outwit the opposition. Children develop their skills of sending and receiving passes whilst trying to create scoring opportunities in this team game.</i>		Making a difference to the world is critical for the future.	
Step 1 To maintain possession when dribbling.	Step 2 To dribble with control under pressure.	Step 3 To select the appropriate skill, choosing when to pass and when to dribble.	Step 4 To move into and create space to support a teammate.	Step 5 To use the appropriate defensive technique for the situation.	Step 6 To apply rules, skills and principles to play in a tournament.
<u>Spring 2</u> Context: Tag Rugby		<i>In order to develop invasion game skills, where children focus on the skills, tactics and strategies required to outwit the opposition. Children maintain possession and move the ball towards the try-line in order to score.</i>		The voice of a child is as important and valuable as that of an adult.	
Step 1 To select the appropriate skill, choosing when to run and when to pass.	Step 2 To move into space to support a teammate abiding by the rules.	Step 3 To use defending skills to gain possession.	Step 4 To work as a defending unit to prevent attackers from scoring.	Step 5 To use a variety of attacking skills to beat a defender.	Step 6 To apply rules, skills and tactics learnt to play in a tag rugby tournament.
<u>Summer 1</u> Context: Tennis		<i>In order to develop net and wall game skills, where children focus on the skills, tactics and strategies required to outwit the opposition. Children develop their skills of racket control, hitting a ball and trying to score points.</i>		Being financially safe is just as important as being emotionally safe.	
Step 1 To return the ball using a forehand groundstroke under pressure.	Step 2 To return the ball using a backhand groundstroke under pressure.	Step 3 To use a variety of shots to keep a continuous rally going.	Step 4 To develop the underarm serve and understand the rules of serving.	Step 5 To develop the volley and understand when to use it.	Step 6 To apply rules, skills and principles to play against an opponent.
<u>Summer 2</u> Context: Cricket		 <i>In order to develop striking and fielding game skills, where children expand on their knowledge of the different roles in cricket and use strategies required to outwit the opposition. Children develop as Responsible Teammates by working collaboratively to try to win games of cricket.</i>		Learning together and from our mistakes leads to significant personal growth.	
Step 1 To develop throwing and catching under pressure and apply these to a striking and fielding game.	Step 2 To develop bowling under pressure whilst abiding by the rules of the game.	Step 3 To strike a bowled ball with increasing consistency.	Step 4 To develop fielding techniques and select the appropriate action for the situation.	Step 5 To understand and apply tactics in a game.	Step 6 To apply skills and knowledge to compete in a tournament.

Year 5



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Autumn 1 Context: Outdoor Adventurous Activity (OAA) Note: This will be completed outside.		<i>In order to develop their skills as Successful Communicators through working individually and collaboratively to solve problems, develop leadership and utilise negotiation skills.</i>		It is important that some personal information is in the public domain.	
Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
To build communication and trust whilst showing an awareness of safety.	To collaborate as a team to solve problems.	To develop tactical planning and problem solving.	To work as a team and use critical thinking to determine the best approach.	To develop navigational skills and map reading.	To use a key to identify objects and locations.
Autumn 2 Context: Gymnastics		<i>In order to express themselves as Talented Contributors through developing and performing gymnastic sequences where children build on their previous learning and develop sequences with variations in level, direction and pathway, reflecting on working collaboratively with partners and apparatus.</i>		Change always has a positive impact.	
Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
To develop a range of gymnastic rolls and apply these to sequences.	To develop counter balance and counter tension.	To develop jumps and explore the effect of height.	To develop inverted movements with control.	To use flight from hands to travel over apparatus.	To create a group sequence using formations and apparatus.
Spring 1 Context: Dance		<i>In order to express themselves creatively as Talented Contributors through dance. Children use counting and rhythm, along with skills taught during the unit, to choreograph and perform their own dances.</i>		It is possible to break the cycle of injustice.	
Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
To develop a dance phrase using actions, dynamics, space and relationships.	To copy and create actions with consideration to stimulus.	To use choreographic devices to improve the aesthetics of a performance.	To copy and repeat a phrase of movement in the 1970s disco style.	To choreograph a freeze frame montage in the 1970s style.	To use feedback to develop and refine a 1970s dance performance.
Spring 2 Context: Yoga		<i>In order to develop their skills as Secure and Happy Individuals through learning about mindfulness and body awareness. The unit develops children's strength, flexibility and balance.</i>		Together we can make our world more sustainable for everyone.	
Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
To develop flexibility through the sun salutation flow.	To develop strength through yoga flows.	To create your own flow showing quality in control, balance and technique.	To develop balance through yoga flows.	To work collaboratively to create a controlled paired yoga flow.	To create your own yoga flow that challenges technique, balance and control.
Summer 1 Context: Athletics Note: where possible, this will be completed outside.		<i>In order to develop their skills as Ambitious Learners through learning about running, jumping and throwing techniques. Children are challenged to be the best they can be, through persevering to achieve their Personal Bests.</i>		Fair trade is fair.	
Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
To develop my own and others sprinting technique.	To identify a suitable pace for the event.	To develop power, control and technique for the triple jump.	To develop power, control and technique when throwing for distance.	To develop throwing with force and accuracy for longer distances.	To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.
Summer 2 Context: Rounders Note: where possible, this will be completed outside.		<i>In order to develop striking and fielding game skills, where children expand on their knowledge of the different roles in rounders and use strategies required to outwit the opposition. Children develop as Responsible Teammates by working collaboratively to try develop fair play and honesty.</i>		Every individual can leave a positive legacy.	
Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
To develop throwing and catching under pressure and apply these to a striking and fielding game.	To develop bowling under pressure whilst abiding by the rules of the game.	To strike a bowled ball with increasing consistency.	To develop fielding techniques and select the appropriate action for the situation.	To understand and apply tactics in a game.	To apply skills and knowledge to compete in a tournament.

Year 6



Outdoor PE (Games) Activities

	Focus The contextual focus for the pupils' learning.	Purpose The importance of the topic in our curriculum.	Our SMSC 'Big Debate' Links <i>The purple 'Ambitious Learners' star illustrates where there are planned focus links to support the children's knowledge and understanding in exploring 'The Big Debate'.</i> 				
Year 6	<u>Autumn 1</u> Context: Basketball		<i>In order to develop their qualities as a Responsible Teammate through this invasion game, where children focus on maintaining possession and moving the ball towards the goal. Children also develop their understanding of honesty and fair play.</i>		It is important that some personal information is in the public domain.		
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	
	To dribble with control under pressure.	To move into and create space to support a teammate.	To choose when to pass and when to dribble.	To use the appropriate defensive technique for the situation.	To develop shooting technique and make decisions about when to pass, dribble or shoot.	To apply principles, rules and tactics to a tournament.	
	<u>Autumn 2</u> Context: Volleyball		<i>In order to develop their qualities as a Responsible Teammate through this net and wall game, where children focus on trying to place a ball away from an opponent and making it hard to return. Children work collaboratively to develop their understanding of honesty and fair play.</i>		Change always has a positive impact.		
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	
	To use the fast catch volley to create space and place the ball.	To develop the set shot and understand when to use it.	To develop the dig and understand when to use it.	To select and apply skills to keep a continuous rally going.	To develop the underarm serve and learn the rules of serving.	To apply rules, skills and principles to play in a tournament.	
	<u>Spring 1</u> Context: Hockey		<i>In order to develop their skills as Responsible Teammates through this invasion game, where children focus on the skills, tactics and strategies required to outwit the opposition. Children develop their skills of sending and receiving passes whilst trying to create scoring opportunities in this team game.</i>		It is possible to break the cycle of injustice.		
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	
	To develop dribbling to beat a defender.	To send and receive the ball with control under pressure.	To select the appropriate skill, choosing when to pass and when to dribble.	To move into and create space to support a teammate.	To use the appropriate defensive technique for the situation.	To apply rules, skills and principles to play in a tournament.	
	<u>Spring 2</u> Context: Handball		<i>In order to develop their skills as a Responsible Teammate through this invasion game, where children focus on maintaining possession and moving the ball towards the goal. Children also develop their understanding of honesty and fair play.</i>		Together we can make our world more sustainable for everyone.		
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	
	To use a variety of passes to maintain possession under pressure.	To select the appropriate skill to create space, move towards goal and away from defenders.	To select and apply the appropriate skill to score goals.	To use defending skills to prevent an opponent from scoring.	To use the appropriate defensive technique for the situation.	To apply rules, skills and principles to play in a tournament.	
<u>Summer 1</u> Context: Tennis		<i>In order to develop net and wall game skills, where children focus on the skills, tactics and strategies required to outwit the opposition. Children develop their skills of racket control, hitting a ball and trying to score points.</i>		Fair trade is fair.			
Step 1	Step 2	Step 3	Step 4	Step 5	Step 6		
To develop placement of the ball using a forehand.	To develop placement of the ball using a backhand groundstroke.	To develop the volley and understand when to use it.	To employ tactics when playing with a partner.	To develop accuracy and consistency using the underarm serve.	To apply rules, skills and principles to play against an opponent.		
<u>Summer 2</u> Context: Golf		<i>In order to develop their own skills as an Ambitious Learner through this target game, where children focus on the skills, tactics and strategies required to hit the ball towards a target over short and long distances.</i>		Every individual can leave a positive legacy.			
Step 1	Step 2	Step 3	Step 4	Step 5	Step 6		
To develop technique for hitting accurately over a short distance.	To develop technique for hitting over a short distance.	To select and apply skills for a short game.	To develop the technique for a long game.	To select the appropriate shot for the situation.	To design a course and select the appropriate shot for the situation.		